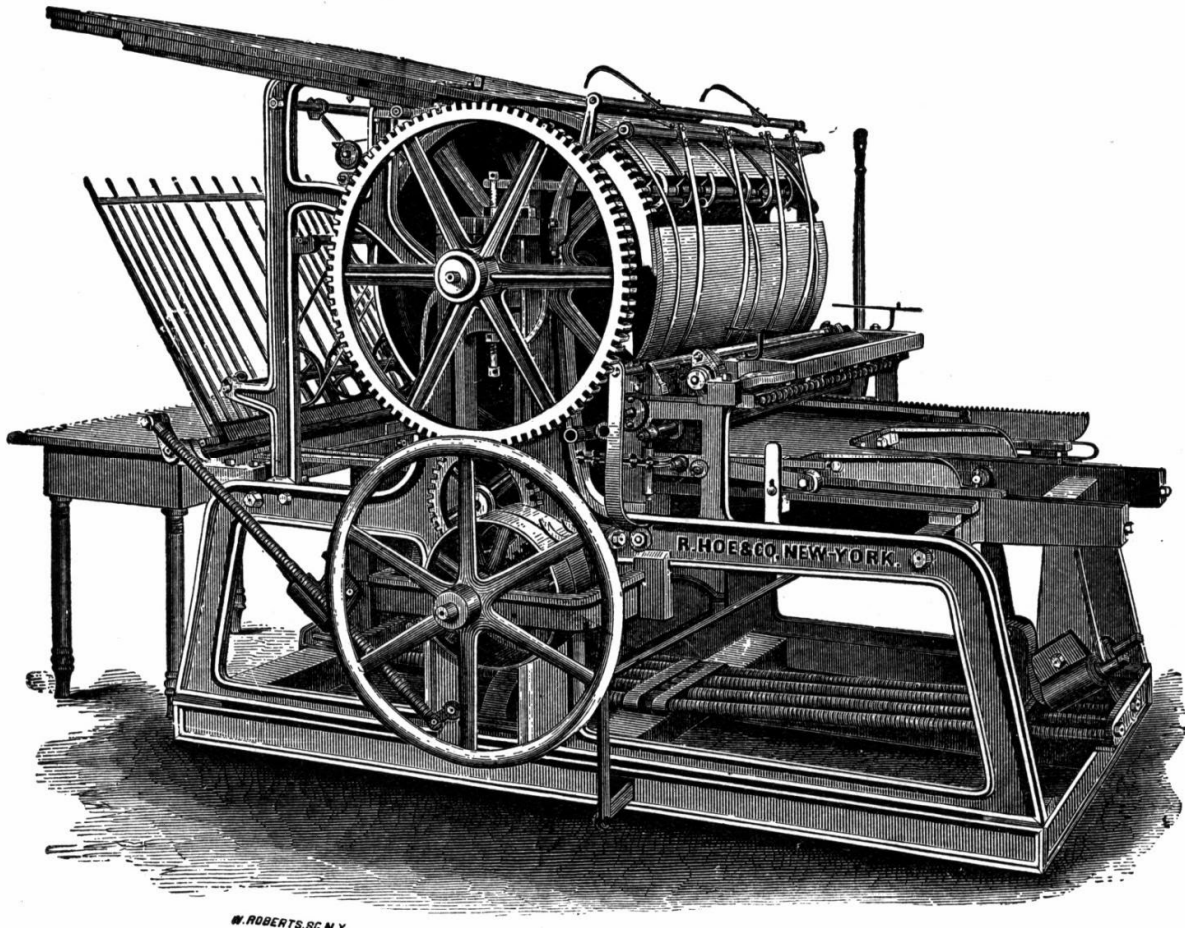


# Industrial Revolution Class Packet



Name \_\_\_\_\_ Period \_\_\_\_\_

## **The Philosophy of the Industrialists**

Study the following readings and cartoons as a resource in answering the questions that follow.

### **DOCUMENT A**

*(Adam) Smith was among the first to make a clear and convincing case that when individuals follow their own self-interest, it automatically works to the benefit of society as a whole. As individual competitors pursue their own maximum profit, they are all thus forced to be more efficient. This results in cheaper goods in the long run. Free competition in all markets and with all goods and services is thus to be encouraged; government intervention serves only to make operations less efficient and is thus to be avoided. The same principles apply to international trade. There should be a minimum of government interference in the way of duties, quotas, and tariffs. Smith's is the classical argument in support of free trade.*

Gerald F. Cavanagh, *American Business Values in Transition*

### **DOCUMENT B**

*Herbert Spencer (1820 – 1903) proposed a harsh "survival of the fittest" philosophy. The bright and able contribute most to society, and so are to be encouraged and rewarded. The poor, the weak, and the handicapped demand more than they contribute, and so should not be supported but rather allowed to die a natural death. Contact with harsh and demanding reality is a maturing experience that should not be diluted by well-intentioned but in reality destructive charities and handouts. If "natural" principles were followed, evolution and the survival of the fittest in the competition of human life would be the result. Spencer did not set out to examine any particular society and its values; rather, his critique was proposed as "culture-free." According to Spencer, it applied to all people for it was derived from basic, organic principles of growth and development. Spencer applied to society the same principles that Charles Darwin saw in biological life – hence the name, Social Darwinism.*

Cavanagh, *American Business Values in Transition*

### **DOCUMENT C**

*This, then is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community – the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves....*

Andrew Carnegie, "Wealth" *North American Review* CXLVIII

Summarize in a sentence or two the philosophy of each of the following:

**Document A:**

- ▶ *Laissez-faire capitalism:*

**Document B:**

- ▶ *Social Darwinism:*

**Document C:**

- ▶ *Gospel of Wealth:*

**Analysis Questions:**

1. *How does Social Darwinism reinforce laissez-faire?*

2. *How does the Gospel of Wealth help to justify the philosophy of Social Darwinism?*

**DOCUMENT D**

*"The growth of a large business is merely survival of the fittest....The American Beauty Rose can be produced in the splendor and fragrance which bring cheer to its beholder only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working-out of a law of nature and a law of God."*

John D. Rockefeller's statement to his  
Sunday School class, quoted in William H. Ghent,  
*Our Benevolent Feudalism*

**Document D:**

- ▶ *Based on research about John D. Rockefeller, state several specific business practices that Rockefeller seems to justify in his comment to his Sunday School Class.*

## DOCUMENT E



**Picturing History:** This cartoon appeared in 1905 with the following quote from a speech by John. D. Rockefeller: "The American beauty rose can be produced in all its splendor only by sacrificing the early buds that grow up around it."

### Document E:

- How did the cartoonist interpret John D. Rockefeller's remark?

## DOCUMENT F



Charles M. Dollar., et al. *America: Changing Times*

### Document F:

1. What does the cartoonist imply was the source of the monopolist's wealth and power?

2. What industries does the cartoonist show as protected businesses?
3. What does the booty in the cartoon represent?
4. What do the facial expressions suggest about the people's attitude toward King Monopoly?
5. Summarize in a sentence the main idea of the cartoon on King Monopoly.
6. What philosophy of big business is represented by King Monopoly? Explain your reasoning.

## DOCUMENT G



This *Judge* cartoon depicts Andrew Carnegie dispersing his fortune. Many of his donations were used for the establishment of public libraries, a worthy cause according to Carnegie's "gospel of wealth."

*The Gospel of Wealth.* cartoon from *Judge*, 1903.

**Document G:**

1. Summarize the main idea of the cartoon on Andrew Carnegie's Gospel of Wealth.
2. Does Andrew Carnegie's Gospel of Wealth adequately solve problems created by those who employ the philosophy of Social Darwinism? Explain your answer.
3. To what extent do you see evidence of individuals employing either or both of the philosophies of Social Darwinism and Gospel of Wealth in today's society? Cite specific examples to illustrate your view.

**Analysis Question:**

1. List several major social or economic problems that stem from laissez-faire and Social Darwinism.

## Forms of Business Organizations

### Proprietorship:

### Partnership:

a.

b.

Weaknesses of Proprietorships & Partnerships
<ul style="list-style-type: none"><li>✓ Inability to raise large sums of money</li><li>✓ Unlimited liability (legally responsible)</li><li>✓ Disrupted by death</li><li>✓ Disagreements among partners</li></ul>

### Corporation:

Advantages of Corporation	Disadvantages of Corporation
<ul style="list-style-type: none"><li>✓ Ability to raise large amounts of capital (sell stock)</li><li>✓ Has limited liability</li><li>✓ Has perpetual life</li><li>✓ Easy transfer of ownership</li><li>✓ Continue to exist even if one or more owners die.</li></ul>	<ul style="list-style-type: none"><li>✓ Public records</li><li>✓ Impersonal</li><li>✓ Profits are taxed twice</li><li>✓ Developed into monopolies &amp; cartels</li></ul>

### Monopoly:

### Cartel:

### Trust:

## **Video/Biography in America: Industrial Supremacy**

1. The Great Uprising of 1877 involved RR strikers & swept across the U.S., from Pittsburgh to Chicago. How did President Rutherford B. Hayes deal with the strikers? Why did he react as he did?
2. Did Ulysses S. Grant agree with how Hayes' treatment of the strikers?
3. What effect did the Uprising of 1877 have on African-Americans?
4. What is meant by this statement: "The Industrial Revolution was the greatest agency of change in the history of mankind."
5. America became known as a technological nation, a nation of builders & inventors. The last 3 decades were, in fact, known as the Golden Age of American invention. List a few of these inventions.
6. Geographically speaking, why could Chicago develop as an industrial city?
7. For what industry was Chicago noted?
8. What impact did the economic concept of supply & demand have on the beef industry?
9. How did the invention of the refrigerated car impact the cattle industry?
10. Explain what is meant by a "vertically integrated corporation."
11. Carnegie made his name in the steel-making business. What demand was there for this product?
12. How did Armour (and other industrialists) feel about labor unions?



### **Poor Working Conditions**

Working was often extremely hazardous. There were few safeguards around machinery; Thousands of workers were injured or killed in accidents each year.

### **Long Hours**

Working hours were very long. Employees faced a 6-day week with between 10-14 hours of work a day.

## **PROBLEMS FACED BY INDUSTRIAL WORKERS**

### **Low Wages**

Employers hired the cheapest possible laborers. Workers and children were especially low-paid. Child laborers missed sunshine, fresh air, play and the chance to better their lives through schooling.

### **Lack of Security**

The worker could be fired at any time for any reason. There was no unemployment insurance, health insurance, old-age pensions, paid holidays or paid sickdays.

### **Boring, Repetitive Tasks**

As industrialists sought to achieve greater speed and efficiency, the worker became nothing more than a human machine. Work became less skilled, more repetitive, monotonous and boring.

## *Out of the Shadow* by Rose Cohen

"Born Rahel Gollup on April 4, 1880, the first child in her family, Cohen grew up in a small village in western Russia, in present-day Belarus. Her father was a tailor and a pious Orthodox Jew, whose motivations for emigrating must have been much like those of thousands of others in the Pale of Settlement. As was common in Russian Jewish families, Rahel Gollup's father migrated first, leaving his family behind. Lacking proper papers, he was arrested and had to escape from custody before crossing into Germany and securing steamship passage to the United States in 1890. There he worked and got a foothold for himself in New York City, and after a year and a half sent two pre-paid steamship tickets to his family. In *Out of the Shadow*, Cohen describes the 1892 emigration of herself and her unmarried aunt, Masha. A year later, her mother, two brothers, and two sisters joined the rest of the family.

"The autobiography describes in particular detail Cohen's work in garment sweatshops on the Lower East Side. She began in the shop where her father worked, but soon graduated to work on her own, stitching sleeve linings for men's coats. She recounts union organizing among the men of her shop, her own attendance at a mass union meeting, and finally joining the union herself. After the arrival of her mother and other siblings, her story continues with accounts of a brief stint as a domestic servant, her rejection of a prospective suitor, and increasing health problems. During one illness, she was visited by the noted settlement worker Lillian Ward, and Cohen soon discovered the world of the Nurses' Settlement on Henry Street. Through the settlement she was referred for treatment to the uptown Presbyterian Hospital, and there met wealthy non-Jews who sponsored summer outings for children of the Lower East Side. She worked during successive summers at a Connecticut retreat established for immigrant children and, like others, found herself torn between the world of her family in the immigrant ghetto and the broader American culture beyond its bounds."

- From the Introduction to the 1995 Edition by Thomas Dublin p. xii-xiii

### **Working in the Garment Industry: Sweatshop Conditions**

1. Describe the working conditions in the garment industry.

a. Number of people in the shop

b. Hours worked

c. Conditions inside the shop

d. Treatment by the boss

e. Pay

2. What is Rose's motivation for working so hard?

### **Domestic Servant**

1. List Rose's responsibilities in the Corloves' home.

2. Describe how Rose was treated at the Corloves. Provide one specific example from the text.
3. Why did Rose choose to go back to work in the shop?

### **Unionization**

1. How does the work day of the men who joined the union compare to the girls' work day? Be specific!
2. List at least 5 problems mentioned at the union meeting that garment industry workers faced.
3. How would joining a union improve working conditions?

### **Child Labor in America**

As early as the 1830s, many U.S. states had enacted laws restricting or prohibiting the employment of young children in industrial settings. However, in rural communities where child labor on the farm was common, employment of children in mills and factories did not arouse much concern. Another problem for children was the popular opinion that gainful employment of children of the "lower orders" actually benefited poor families and the community at large.

Entire families were hired, the men for heavy labor and the women and children for lighter work. Work days typically ran from dawn to sunset, with longer hours in winter, resulting in a 68-72 hour workweek. Many families also lived in company owned houses in company owned villages and were often paid with overpriced goods from the company store. Thus they lived a life entirely dominated by their employers.

By the late 1800s, states and territories had passed over 1,600 laws regulating work conditions and limiting or forbidding child labor. In many cases the laws did not apply to immigrants, thus they were often exploited and wound up living in slums working long hours for little pay.

Throughout America, local child labor laws were often ignored. On a national level, progress to protect children stalled as the U.S. Supreme Court ruled several times that child labor laws under question were unconstitutional. A subsequent attempt to pass an amendment to the U failed.

In 1904, the National Child Labor Committee .S. Constitution was organized by socially concerned citizens and politicians, and was chartered by Congress in 1907. From 1908 to 1912, photographer Hine documented numerous gross violations of laws protecting young children. At many of the locations he visited, youngsters were quickly rushed out of his sight. He was also told youngsters in the mill or factory had just stopped by for a visit or were helping their mothers.

Attempts at child labor reform continued, aided by the widespread publicity from Hine's photographs. As a result, many states passed stricter laws banning the employment of underage children. In 1938, Congress passed the Fair Labor Standards Act, better known as the Federal Wage and Hour Law. The Act was declared constitutional in 1941 by the U.S. Supreme Court.

The Act set a work week of 40 hours, with a minimum wage of 40 cents per hour. It prohibited child labor under age 16 while allowing minors 16 and over to work in non-hazardous occupations. The Act set 18 as the minimum age for work in industries classified as hazardous. No minimum age was set for non-hazardous

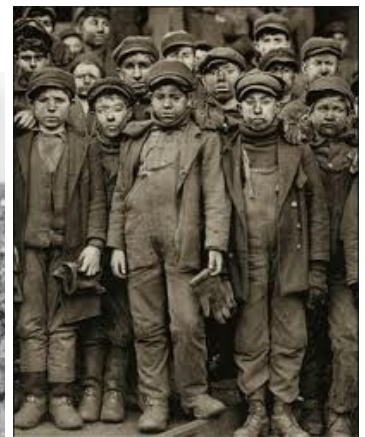
agricultural employment after school hours and during vacations. Children aged 14 and 15 could be employed in non-manufacturing, non-mining, and non-hazardous occupations outside of school hours and during vacations for limited hours.

<http://www.historyplace.com/unitedstates/childlabor/about.htm>

1. Why was child labor not much of a concern during the 1800s?
2. How did Lewis Hine's photography influence federal legislation regarding child labor?
3. What requirements did the Fair Labor Standards Act put into place?

***Review the photographs below taken by Lewis Hine (1874-1940) and discuss the following analysis questions.***

1. Describe what you see in the photograph.
2. What additional information does the caption give you about the subject of the photograph?
3. What long-term negative effects might this child/these children experience as a result of working?



## Labor v. Management

Instructions: Read the following handout on the rise of labor. Where it says, “Stop here and discuss,” answer the questions with your partner.

- **Labor Unions Emerge**

During the late 19<sup>th</sup> century, as working conditions worsened and income disparity increased, laborers began organizing in unions with the hope that collectively they could influence big business. The labor movement that swept the nation included 440,000 workers by 1897 and encompassed 2 million people by 1904. Several labor unions led the way for confrontation and negotiation with business leaders. The Knights of Labor established under the leadership of Terence Powderly in 1879, sought to improve the well-being of skilled and unskilled industrial laborers. The Knights opened membership to women, African Americans, farmers, mill workers, and miners, but closed it to “immoral” elements – gamblers, bankers, and stockbrokers. The Knights of Labor aimed to secure an 8-hour workday, income tax, the elimination of child labor, and equal pay for men and women. Powderly at first shunned using strikes as a protest method, but took to the picket lines when political discussions failed.

- **AFL**

The American Federation of Labor (AFL), established in 1886 by Samuel Gompers, scorned the Knights’ idealistic philosophy and focused on the practical fight for higher wages, safer working conditions, and the right of the union to represent workers in collective bargaining with employers. The AFL invited only skilled white male workers to join the union, excluding others, particularly Chinese immigrants, from joining. After the Knights of Labor dissolved in the mid-1880’s, deeply dissatisfied individuals barred from exclusive unions like the AFL turned to leftist groups such as the “Wobblies,” or Industrial Workers of the World. The Wobblies’ socialist cry, led by Daniel De Leon and Eugene Debs, was for the “abolition of the wage system” and for the means of production – industrial machinery – to come into workers’ own hands. The Wobblies particularly attracted western miners and loggers, new immigrants, and steel mill workers who longed to gain power in the workplace.

### **Stop here and discuss**

1. Why did Labor Unions emerge in the late 19<sup>th</sup> century?
2. Identify three early Labor Unions.
3. How was each union different?

- **Business Response to Labor**

Businesses mounted fierce resistance to unions’ fight for more money and power. Supported by popular opinion, a *laissez-faire* government, and a continual supply of laborers, they had a distinct advantage over unions. Government legislation toward labor varied from state to state, and courts often overturned Congressional efforts that favored labor regulation. Industrialists regarded socialist labor groups with suspicion, as did President Theodore Roosevelt, who asserted in the early 1900’s that leftist leaders were “plotting a social revolution and the subversion of the American Republic.” When Pennsylvania coal miners struck against cut wages in “the long strike” of 1874 to 1875, newspapers accused a radical leftist group called the Molly Maguires of terrorizing and murdering coal

miners who returned to work. In response, the government arrested, jailed and hanged supposed terrorists.

### **Stop here and discuss**

1. How did businesses react to the rise of labor unions?
2. What political ideology were early labor unions suspected of supporting?

- **Strikes and Violence**

As relations between businesses and labor unions in many industries soured and broke down, more and more unions went on strike. These strikes often resulted in violence between police and striking workers. One of the most notorious strikes was in 1877 in Pittsburgh, where railway workers' wages were cut while stocks were still paying high dividends to stockholders. The strike began as workers stopped trains in protest and escalated as 650 soldiers opened fire on the crowd, killing 25 people. Local miners and mill hands joined the battle by the thousands in a public swell of sympathy for the workers. The state militia finally restored order, but only after \$6 million worth of damage was done to buildings and over 2,000 passenger and freight cars. Almost 20 years later in Chicago, railway workers struck against the Pullman Company's unfair rents and utility costs, and were met by a federal injunction against strikes. Federal troops on the scene killed six strikers, but President Grover Cleveland complained they ought to kill more, "to make an impression."

### **Stop here and discuss**

1. How did labor unions react when relations with management broke down?
2. Who did the government side with in the Pullman Strike of 1897?
3. What justification did the government use for this injunction?

- **Union Victories**

In spite of violence and major setbacks, labor ultimately succeeded in raising the morale of industrial workers and commanding respect and attention from big business. In response to worker demands, most industries set maximum work hours and provided workers' compensation for injuries. And by 1912, child labor laws in 38 states had set minimum age restrictions and health standards for industrial workplaces.

# Workers Organize

## Effects of Industrialization

- More people joined the work force.
- Workers became machine operators, not artisans.
- Factories took away some personal freedom.
- A gap grew between workers and employers.
- Economic conditions forced more child labor.
- The sweatshop system – homes used as factories- arose.

## National Labor Union (NLU)

- The NLU was made up of 300 local unions.
- It was led by William Sylvis.
- The NLU wanted women and African-Americans.
- In 1868 an 8-hr. day law was passed for government workers.
- The NLU did not survive the depression of 1873.

## First Nationwide Strike

- Workers for the Baltimore and Ohio Railroad organized the strike because management had cut wages and increased the workday.
- Federal troops broke the strike.
- Companies organized against unions and required yellow-dog contracts – pledges by new employees- not to join unions.
- Companies hired strikebreakers called scabs.

## Knights of Labor

- Uriah Stephens organized the Knights in 1869 as an organization of individual workers, not unions.
- Lawyers, bankers, gamblers and liquor dealers were excluded.
- They preferred arbitration over strikes.
- In 1879 Terence Powderly became leader.

## Haymarket Affair

- Albert Parsons, August Spies, and Samuel Fielden argued in Chicago for the 8-hr. day.
- A bomb exploded, and police opened fire.
- Parsons and Spies were arrested, convicted of the bombing, and hanged.
- Public opinion turned against the Knights of Labor.

## American Federation of Labor

- In 1881 Samuel Gompers organized the AFL, a federation of unions.
- Only skilled workers were included.
- Women and African-Americans were excluded.
- Craft unions developed for workers skilled in a particular craft.
- The AFL avoided political activity and used collective bargaining.

## Industrial Unions

- Industrial unions organized all workers in the same industry.
- Eugene V. Debs organized the American Railway Union.
- The American Railway Union collapsed when federal troops and injunctions were used to halt strikes.

## Women in the Union Movement

- By 1910 women made up 21% of the labor force but earned only 1/3 to 1/2 as much as men.
- Mary Harris Jones, known as Mother Jones, organized miners' wives when strikes occurred.
- Pauline Newman organized the Ladies Garment Workers Union

1. What were three effects of industrialization in the late 1800's?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What labor law did Congress pass in 1868 because of the efforts of the NLU? \_\_\_\_\_

3. What were yellow-dog contracts? \_\_\_\_\_

4. Who were scabs? \_\_\_\_\_

5. Who founded the American Federation of Labor? \_\_\_\_\_

6. What is an industrial union? \_\_\_\_\_

7. Who organized the American Railway Union? \_\_\_\_\_

8. By 1910 what percentage of the labor force was made up of women? \_\_\_\_\_

## ***Labor Movements***

<i><b>Strike</b></i>	<i><b>Reason for striking</b></i>	<i><b>Government reaction</b></i>	<i><b>Was strike successful?</b></i>
<b>Railroad strike of 1877</b>			
<b>Haymarket Riot – 1886</b>			
<b>Homestead Strike – 1892</b>			
<b>Pullman Strike – 1894</b>			
<b>Shirtwaist Strike - 1909</b>			
<b>Lawrence Strike – Bread &amp; Roses Strike – 1912</b>	<b>State law reduced hours from 56 to 54. Mill owners speeded up looms and reduced workers' pay</b>	<b>Militia ordered to Lawrence to keep strikers in line &amp; prevent destruction. Press &amp; police painted strikers as uncivilized, although there was little violence during the strike.</b>	<b>Yes, the American Woolen Company met all of the strikers' demands.</b>

***Overall, what was the government reaction to these labor movements?  
Why do you think the government responded this way?***



## ***Regulatory Laws: Welfare or State Capitalism***

*Complete the following matrix where you find a blank.*

### ***FEDERAL REGULATION OF BUSINESS PRACTICES:***

<b><i>Regulation</i></b>	<b><i>Date</i></b>	<b><i>Purpose of Law</i></b>	<b><i>Main Provision</i></b>
<b>Interstate Commerce Act</b>	1887	To put an end to RR abuses (pools, rebates)	
<b>Sherman Antitrust Act</b>			Outlawed any combination of companies that restrained interstate trade or commerce
<b>Clayton Antitrust Act</b>	1914	To regulate business practices that threatened competition	
<b>Federal Trade Commission Act</b>			To set up fair trade laws

### ***CONSUMER PROTECTION LAWS:***

<b><i>Regulation</i></b>	<b><i>Date</i></b>	<b><i>Purpose of Law</i></b>	<b><i>Main Provision</i></b>
<b>Meat Inspection Act</b>	1906	Consumer protection, reaction to "muckrakers"	
<b>Pure Food &amp; Drug Act</b>			Required accurate labeling of ingredients
<b>Consumer Product Safety Act</b>	1972		Enforced safety standards for household items

### ***FEDERAL REGULATION OF LABOR:***

<b><i>Regulation</i></b>	<b><i>Date</i></b>	<b><i>Purpose of Law</i></b>	<b><i>Main Provision</i></b>
<b>Wagner Act (National Labor Relations Act)</b>	1935		Legalized collective bargaining and closed shops. Outlawed spying on union activities and blacklisting
<b>Taft Hartley Act</b>	1947		

### ***Industrial Age Supreme Court Cases***

In your group, read each of the 4 Supreme Court cases on monopolies and government regulation. **Summarize *what you learned about each court case*.** Each summary should **be in your own words** and in **paragraph form**. After you have completed your individual summaries, read aloud your summaries and compare what you have written to what your team members have written. Are there similarities? Differences?

<b>Munn v. Illinois- 1877</b>	<b>Wabash RR v. Illinois- 1886</b>
<b>U.S. v. E.C. Knight Co.- 1895</b>	<b>Northern Securities Case- 1903</b>

# Impact of the Industrial Revolution

<b><i>Positive Effects</i></b>	<b><u>Negative Effects</u></b>
<ul style="list-style-type: none"> <li>➤ Standard of living rose sharply</li> <li>➤ American workers became more well-fed</li> <li>➤ Urban centers mushroomed</li> <li>➤ More jobs became available</li> <li>➤ By the end of the century, 2 of every 3 working Americans depended on wages &amp; real wages were rising &amp; times were good for workers who were working</li> <li>➤ Role of women               <ul style="list-style-type: none"> <li>• The Gibson girl: romantic ideal of the new woman: symbolized women's growing independence &amp; assertiveness</li> <li>• Women discovered new economic &amp; social opportunities, propelled by the invention of the typewriter &amp; telephone, as well as the development of new public schools, which created jobs for women teachers</li> </ul> </li> <li>➤ National economy emerged, with each region specializing in what it could do best:               <ul style="list-style-type: none"> <li>• NE &amp; Middle states: produced finished goods in factories</li> <li>• W: grew wheat &amp; corn</li> <li>• S: cotton, tobacco, rice &amp; sugar</li> </ul> </li> <li>➤ Rise of Corporate system</li> <li>➤ American ingenuity led to labor-saving inventions &amp; modern structures (skyscrapers, elevators)</li> <li>➤ Labor Day, a legal holiday, was established by Congress in 1894, signaling new attitudes towards workers</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>America was no longer a nation of small freehold farms</u></li> <li>➤ Agriculture declined in relation to manufacturing</li> <li>➤ Older ways of life changed               <ul style="list-style-type: none"> <li>• The factory whistle regimented the lives of many</li> <li>• Most women workers worked out of economic necessity, working the same long hours &amp; dangerous working conditions and yet earned less</li> </ul> </li> <li>➤ Class divisions developed: 1/10<sup>th</sup> owned 9/10<sup>th</sup> of wealth</li> <li>➤ With dependency on wages came vulnerability to economic swings &amp; whims of the employer               <ul style="list-style-type: none"> <li>• Unemployment fears</li> <li>• No job or wage security</li> <li>• Depersonalized workplace</li> </ul> </li> <li>➤ Race &amp; ethnicity affected one's chances for success: children &amp; grandchildren of Jewish immigrants rose faster than Americans of Italian &amp; Irish descent. Blacks lagged far behind other groups in almost every category</li> <li>➤ Crowded cities meant tenement or slum living for thousands of immigrants drawn to a new &amp; better life in America</li> </ul>

**Which Way EJ** – Viewing Guide

Answer the following questions in complete sentences.

1. Describe George F. Johnson's background and how he became a part of E-J Shoes:

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2. Using specific details, explain how George F. Johnson vertically integrated E-J Shoes:

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3. What is democratic capitalism? In what specific ways did George F. Johnson employ democratic capitalism in his business practices?

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4. Would you want to work for E-J Shoes in 1925? Why or why not?

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